

March 2011

DCPS Budget Development Guide School Year 2011 - 2012

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I. Introduction

Welcome to the School Year 2011–2012 Budget Development Guide. This guide explains the development of school budgets for fiscal year 2012 (FY12), outlines central office program requirements, provides instructions on the use of fund types, and describes the process for completing the budget template during the budget petition process. School principals and Local School Advisory Teams (LSAT) should use this guide to navigate the budget development process.

Part I: The Comprehensive Staffing Model (CSM)

In this section you will find:

- The Comprehensive Staffing Model (CSM)
- A sample Local School Allocation Sheet for FY12
- A description of changes to the CSM
- The cost of school-based positions
- Guidance on the use of funds

DCPS budgets are derived using the Comprehensive Staffing Model (CSM). This model uses various inputs (explained in further detail in this guide), which produce individual school budgets. Model inputs are a reflection of a school's student population, and include total enrollment by grade level; total Special Education population; total English Language Learner (ELL) population; total participants in the Free and Reduced Meal Program; and non-formula funds. Because the Comprehensive Staffing Model is the integral tool for creating a school's total allocation, the organization of this guide reflects the CSM inputs and major changes that have occurred to the model for FY12 budgets.

This portion of the guide will walk the reader through the ratios DCPS uses in the CSM to derive budgets. Further, there is an explanation of the origination of the "core staffing," "flexible staffing" and non-personnel spending (NPS).

Part II: The Budget Requirements

In this section you will find:

- Position requirements in the CSM
- Special Education staffing requirements and ratios
- ELL staffing requirements and ratios
- Title Funds spending requirements
- NPS requirements
- Class size requirements

This section contains guidance from multiple DCPS program offices to inform staffing and NPS decisions. We also incorporated principal and community feedback provided through our community forums and discussions with principals.

Part III: The Budget Process

In this section you will find:

- Methods for Maximizing Budget Potential
- The Budget Petition Process
- Staff Excessing Procedures
- Principal Engagement with the LSAT and School Community
- Tools for Finalizing the Budget

Through this process, school principals will work with their school communities, including their LSAT and instructional superintendents, to develop a budget that is aligned with the DCPS Effective Schools Framework and each school's

Comprehensive School Plan. While principals must work collaboratively with LSATs and the broader school community in the budget development process, the roles that these groups play is advisory. The final budget and the final budget submission is the sole responsibility of the school principal.

Similar to last year, schools may request changes to required staffing through the budget petition process. These petitions must be submitted to instructional superintendents prior to the completion of the budget. Budget petitions are due by March 11. If a school is petitioning, the principal still must submit a preliminary budget that does not incorporate the requested petition, so that the school is prepared in the event of a denied petition request. More information on the petition process is in the appendices.

Glossary of Terms can found on page 58.

2010-2011 DCPS BUDGET DEVELOPMENT TIMELINE

Budget Timeline for FY12

DCPS FY12 School Budgets Timeline

| Activity | Dates |
|--|--------------------------------------|
| Release of FY12 Budget Guide (step-by-step directions for creation of school budgets) | 3/4/11 |
| Release of Initial School Budget Allocations to Superintendents and Principals | 3/4/11 |
| Principals' Meetings with LSAT | 3/7/11 – 3/18/11 |
| Principals' Technical Assistance Sessions | 3/8/11 – 3/12/11 (includes Saturday) |
| All School Budget Petitions Due | 3/11/11 |
| All School Final Budgets Due | 3/18/11 |
| Principals Host Community Meeting/LSAT Meetings to Present Final School Budgets | Week of 3/28/11 |

Part I: The Comprehensive Staffing Model

Comprehensive Staffing Model

The Comprehensive Staffing Model (CSM) plays two roles: one, it establishes the positions a school must have; and two, it allocates the funding needed to support those positions.

Funding is divided into two categories: funding for *required* positions, such as Principal, Custodial Foreman and Educational Aides, and funding for *flexible-staffing* positions, such as Teacher, School Administrator, or Clerk. In this case, *flexible* refers to flexibility in spending fund allocations. These funds do not determine whether the position is “essential.”

There are a number of central factors that are accounted for when DCPS calculates initial school budget allocations. These include:

- Projected Student Enrollment
- Special Education Student Population
- English Language Learner (ELL) Student Population
- Free and Reduced Meals (FARM) Forms Submitted
- Designation Within the CSM
- School Configuration (Elementary School, K-8 Model School, Middle School, or High School)
- Teacher-to-Student Ratios by Grade Configurations
- Specialty School Status
- NPS
- Per Pupil Funding Minimum

Each one of these factors informs the initial budget allocation for your school. These different factors are highlighted in the CSM copied below. Explanations for each factor can be found later in the guide.

IA: Explaining the Inputs in the CSM

Enrollment Projections

The primary driver for your school's initial budget allocation is projected student enrollment. Projected student enrollment is determined by analyzing the past four years of enrollment data by school to estimate enrollment for the upcoming school year. Projections also take into account more nontraditional factors that can significantly affect enrollment, such as school closures, capture rates and spikes in birth rates. You can find the complete instructions for determining a projection in the appendices.

In December 2010, school enrollment projections were delivered to principals for review. Once received, principals accepted or petitioned their projection based on evidence of enrollment. Petitions were granted based on the quality of evidence.

Special Education Student Population

Staffing the Special Education student population is determined by a review of all current Individualized Education Plans (IEPs). Staffing for these needs is guided by the Office of Special Education (OSE) staffing ratios, which can be found later in the guide. Funds are then allocated according to the given ratios. For example, if a school has 10 students with full-time Individualized Education Plans (IEPs) at the kindergarten through grade 8 level, that school will receive funds for one full-time Special Education Teacher. Schools are not able to repurpose funds designed to support Special Education needs.

English Language Learner Student Population

Similarly to Special Education student population, English Language Learner (ELL) student population support needs are determined by a review of the number of ELL students currently enrolled and their classification (Level I through Level IV.) Staffing for ELL students is guided by the Office of Bilingual Education (OBE) staffing ratios. Funds are then allocated according to the given ratios. For example, if a school has 22 students between Level I and Level IV at kindergarten through grade 8, the school will receive funds for one full-time Bilingual/ELL Teacher. Schools are not able to repurpose funds designed to support ELL needs.

Free and Reduced Meals (FARM) Forms Submitted

The number of students at a school who submit their Free and Reduced Meal (FARM) form has a direct impact on the amount of "Title funds" that a school receives in its initial budget allocation. "Title funds" refers to money provided by the U.S. Department of Education through the Elementary and Secondary Education Act of 1965. These funds are divided into two categories: Title I and Title II. Title I funds are designed to provide support for students from low-income families, and are subsequently tied to the successful submission of a completed FARM form. A small percentage of Title I funds are set aside to fund parent engagement initiatives at the school level. Title II funds are designed to support professional development for educators.

School Configuration

The grade configuration of your school will impact the allocation. The grade configuration determines the appropriate CSM designation. Elementary schools, for example, are run through the "Elementary" designation (except when an elementary school is a "CSM-Full"). Within that designation are specific rules that are unique to elementary schools and will affect the allocation. A good example is the teacher-to-student ratios at the preschool and pre-K levels, where the

teacher-to-student ratio is lower (fewer students to a teacher) than teacher-to-student ratios in more advanced grades. An elementary school with a high number of preschool and pre-K students will therefore receive a higher allocation than a school without preschool or pre-K (such as a middle school) given the need for more teachers to adhere to the given ratios at the preschool and pre-K levels.

Specialty Schools

Currently, five schools within DCPS receive “non-formula funds,” or specialty funds that promote the unique goals of their program. A good example is the Ellington School for the Arts, which uses its non-formula funds to sustain a dual-curriculum that provides both general studies and arts-intensive classes. Non-formula funds are included in the initial school budget allocations for these programs.

| Schools Receiving Specialty Funds | Total Non-Formula |
|-----------------------------------|-------------------|
| Ballou SHS | \$947,000 |
| Banneker SHS | \$690,480 |
| Ellington School for the Arts | \$2,180,709 |
| McKinley Technology High School | \$1,680,585 |
| School Without Walls SHS | \$495,436 |

CSM-Full Schools

CSM is divided into four designations: CSM-Full, Elementary School, Middle School and SHS. (Education Campuses, or K-8 schools, are inputted into the model by grade, and align with either Elementary or Middle.) Each school is run through the CSM in the appropriate designation (guided by its grade configuration, except when a school is CSM-Full).

“CSM-Full” is a designation that allows for enhanced staffing (and a higher initial budget allocation). Schools that have served as “receivers” for students from closed schools have been designated as CSM-Full. There are currently 30 CSM-Full schools. Historically, CSM-Full schools receive funding for additional positions that have been identified as necessary to ensure a successful transition following a school merger or a school receiving new students from a closed school.

| CSM – Full Schools | |
|---|--|
| Elementary Schools / Education Campuses | Amidon ES, Brightwood EC, Brookland EC, Bruce-Monroe EC, Cleveland ES, H.D. Cooke ES, Emery EC, Ferebee-Hope ES, Francis-Stevens EC, Hendley ES, Browne EC, Burroughs EC, LaSalle-Backus EC, Leckie ES, Moten @ Wilkinson ES, Patterson ES, Plummer ES, Powell ES, Raymond EC, Smothers ES, Truesdell EC, Tubman ES, Turner ES, Walker-Jones EC, Whittier EC |
| Middle Schools | Eliot-Hine MS, Hart MS, MacFarland MS, Ronald Brown MS, Shaw MS |

Non-Personnel Spending (NPS)

All schools are allocated an equally weighted NPS fund which reflects 3.5 percent of a final total school allocation. For example, if a school receives an allocation for \$1 million (prior to the add-on for NPS) it will then receive \$35,000 for NPS. This results in a total school budget allocation of \$1,035,000.

Per Pupil Funding Minimum

The cost of maintaining lower-enrollment schools and expanding early childhood programs often falls disproportionately on our larger-enrollment schools. The cost is reflected in the fact that our largest schools spend the least per student. Without any adjustment, these larger schools lose funding while they are gaining in their overall enrollment. We identified all schools that were funding at less than \$8,400 and added funds to restore their per pupil spending to \$8,400. Even with the adjustment, these large-enrollment schools spend the least per student.

IB. Changes in School Allocations

Summary of Changes

There are reductions to the “CSM-Full” model. Additional positions supported by the enhanced staffing model (additional positions) are no longer funded. Over the past three years, DCPS has designated 30 schools as “receiving” or CSM-Full schools. The designation as a CSM-Full school entitled these schools to more positions (i.e., psychologists, additional instructional coaches, etc.) and lower staffing ratios than other schools (CSM-Standard schools). The rationale for the distinction was that CSM-Full schools were the schools identified to receive students from schools that were closed over the past three years. The enhanced staffing was designed to support the transition from the closed schools and ensure the receiving schools (as opposed to the often smaller closed school) were able to offer the full complement of programming (art, music and physical education) and wrap-around services that we deemed important for student growth. In many cases, the need for these wrap-around services has diminished as time has passed and schools have emerged as one community. In other cases, we simply cannot afford the enhanced staffing model. We have proposed reducing the budgets of a select minority of schools to avoid more significant reductions to other DCPS schools. The changes to the CSM-Full model impact allocations for the following: (1) school administrator ratios and minimums; (2) instructional coaches; (3) psychologists; and (4) NPS allocation.

Whenever possible, we attempted to retain classroom teachers. As such, we needed to reduce funding allocations for non-classroom positions at various school levels. We reduced the funding allocation for instructional coach allocation from 2 to 1 position at all middle and high schools. (The CSM-Standard for elementary schools did not change.) We changed the allocation for Special Education Coordinators, and we eliminated the allocation for the Information Technology position.

Lastly, we changed the teacher-to-student staffing ratio at the high school level. The chart below reflects the new ratios:

| Grade Configuration | FY11 Teacher-to-Student Ratio | FY12 Teacher-to-Student Ratio | WTU Contract-Defined Ratios |
|---------------------|-------------------------------|-------------------------------|-------------------------------|
| PS | 1:15 | 1:15 | N/A |
| PK – K | 1:20 | 1:20 | 1:15 (w/o aide)/1:20 (w/aide) |
| 1 – 2 | 1:20 | 1:20 | 1:20 |
| 3 – 5 | 1:25 | 1:25 | 1:25 |
| 6 – 8 | 1:20 | 1:20 | 1:25 |
| 9 – 12 | 1:20 | 1:22 | 1:25 |

This chart is a summary of the schools impacted by the various changes discussed above:

| Changes to FY 12 School Staffing Allocations | | | | |
|--|--------------------------------------|------------------|---------------|-------------|
| | Is My School Impacted by the Change? | | | |
| Change | Elementary School | CSM-Full Schools | Middle School | High School |
| Increase in Average Teacher Salary | Yes | Yes | Yes | Yes |
| Change in Staffing Allocation for Special Education Coordinators | Yes | Yes | Yes | Yes |
| Loss of Allocation for Information Technology Position | Yes | Yes | Yes | Yes |
| Loss of Allocation for Guidance Counselor | No | Yes | No | No |
| Loss of Allocation for Psychologist | No | Yes | No | No |
| Reduce Allocation for Instructional Coach from 2 to 1 | No | Yes | Yes | Yes |
| Change Allocation for Assistant Principals | No | Yes | No | No |
| Reduce Non-Personnel Spending Allocation from 4% to 3.5% | No | Yes | No | No |
| Increase Staffing Allocation for Teacher from 1:20 to 1:22 | No | No | No | Yes |

Grade Configuration Changes

Hart MS and the Feeder Schools

After two years serving only grades 7 and 8, Hart will add grade 6, as its feeders become preschool-grade 5.

| School | Grade Configuration Change |
|--------------------------|----------------------------|
| Hart MS | Will add a grade 6 |
| Hendley ES | Will lose their grade 6 |
| Leckie ES | |
| Patterson ES | |
| M.C. Terrell/McGogney ES | |
| Martin Luther King ES | |
| Ferebee-Hope ES | |
| Simon ES | |

Capitol Hill Cluster Reconfiguration

Stuart-Hobson Middle School will become a traditional grades 6-8 middle school, while Watkins Elementary will extend through grade 5. The Montessori program at Watkins will move to Logan Annex.

| School | Grade Configuration Change |
|---------------------|---|
| Stuart-Hobson MS | Will lose grade 5 and become grades 6-8 |
| Watkins ES | Will add grade 5, lose its Montessori program and become grades 1-5 |
| Montessori at Logan | Will be a preschool-grade 5 school in a new site (Logan Annex), all current Watkins Montessori students will transition over. |

Woodson at Ron Brown

Woodson Academy at Ron Brown and Woodson High School will reunite in one building.

| School | Grade Configuration Change |
|-----------------|---|
| Woodson Academy | Will cease to exist. Ron Brown will revert to being only a middle school (grades 6-8) |
| Woodson HS | Will serve grades 9-12 in a new building |

Other High School Changes

Washington Metropolitan and Phelps will complete their full high school grade configuration. Eastern will re-open with grade 9 only.

| School | Grade Configuration Change |
|-------------------|----------------------------|
| Washington Met HS | Adding grade 12 |
| Phelps ACE HS | Adding grade 12 |
| Eastern HS | Grade 9 only |
| Amidon-Bowen ES | Will add preschool |
| Ross ES | Will add preschool |

1C. Average Position Cost and Minimum Position Requirements

Average cost (salary + benefits) will be used for all school positions. This amount is used for budget development and does not represent the actual salaries/benefits individuals would receive. These costs are reflected in the budget template.

| School-Based Administrative Positions | | | | |
|--|----------|----------|------------|---|
| Job Title | Pay Plan | Grade | Total | Minimum Requirements |
| Principal | ET | 61,62,63 | \$ 138,122 | MA Degree |
| Assistant Principal | ET | 8 | \$ 102,180 | MA Degree |
| Assistant Principal for Intervention (FSS) | ET | 8 | \$ 102,180 | MA Degree |
| Academy Coordinator | ET | 10 | \$ 90,145 | MA Degree |
| Dean of Students/Program Coordinator | ET | 10 | \$ 90,145 | MA Degree* |
| IB Coordinator | ET | 10 | \$ 90,145 | MA Degree |
| Special Ed Coordinator | ET | 10 | \$ 90,145 | MA Degree Required; 3 Years or More Experience Preferred* |
| Administrative Officer | EG | 12 | \$ 76,261 | BA/BS Degree Required for New Hire/Promotion* |
| Business Manager | EG | 11 | \$ 66,769 | BA/BS Degree Required for New Hire/Promotion* |
| Transition Specialist | EG | 12 | \$ 60,200 | BA/BS Degree Required for New Hire/Promotion* |
| Attendance Counselor | | 9 | \$ 49,643 | AA Degree, BA/BS Degree Preferred for New Hire/Promotion |
| Administrative Assistant | EG | 9 | \$ 43,898 | HS Diploma/GED, BA/BS Degree Preferred |
| Computer Lab Coordinator | EG | 9 | \$ 43,898 | AA Degree in Computers., BA/BS Degree Preferred for New Hire/Promotion |
| Parent/Tech Coordinator | 12EG | 9 | \$ 43,898 | HS Diploma/GED & Computer/Microsoft Proficiency, BA/BS Degree Preferred |
| Administrative Aide | EG | 7 | \$ 47,003 | HS Diploma/GED & Computer/Microsoft Proficiency, BA/BS Degree Preferred |
| ISS Coordinator | EG | 7 | \$ 47,003 | AA Degree & Computer/Microsoft Proficiency, BA/BS Degree Preferred for New Hire/Promotion |
| Computer Lab Aide | EG | 6 | \$ 42,015 | AA Degree & Computer/Microsoft Proficiency, BA/BS Degree Preferred for New Hire/Promotion |
| Registrar | EG | 5 | \$ 40,687 | AA Degree & Computer/Microsoft Proficiency, BA/BS Degree Preferred for New Hire/Promotion |
| Clerk/Data Entry Clerk | EG | 4 | \$ 37,193 | HS Diploma/GED & Computer/Microsoft Proficiency BA/BS Degree Preferred |

School-Based Teachers

| Job Title | Pay Plan | Grade | Total | Minimum Requirements |
|---------------------------|----------|-------|-----------|--|
| Teacher (ET-15, 10 month) | ET | 15 | \$ 90,681 | BA/BS Degree & Licensure Eligibility* |
| Teacher (EG 09, 12 month) | EG | 9 | \$ 76,241 | BA/BS Degree or Professional Certification |

School-Based Instructional Support Staff

| Job Title | Pay Plan | Grade | Total | Minimum Requirements |
|----------------------------------|----------|-------|-----------|---|
| Bilingual Counselor | ET | 15 | \$ 90,681 | BA/BS Degree & Licensure Eligibility* |
| 11 month Counselor (HS only) | ET | 15 | \$ 99,749 | BA/BS Degree, MA in School Counseling & Licensure Eligibility* |
| Instructional Coach | ET | 15 | \$ 90,681 | BA/BS Degree, Licensure Eligibility & 3 Years or More Experience Preferred* |
| Intervention Coach (FSS) | ET | 15 | \$ 90,681 | BA/BS Degree & Licensure Eligibility |
| Librarian/Media Specialist | ET | 15 | \$ 90,681 | MA Degree in Library Science & Licensure Eligibility* |
| SAM Intervention Coach | ET | 15 | \$ 90,681 | BA/BS Degree & Licensure Eligibility |
| School Psychologist | ET | 15 | \$ 90,681 | BA/BS Degree, MA in School/Educational Psychology & Licensure Eligibility* |
| School Social Worker | ET | 15 | \$ 90,681 | MA Degree in SW, LICSW & Licensure Eligibility* |
| Behavior Technician | EG | 5 | \$ 38,164 | 48 Credit Hours College Coursework or High School Diploma and Passing Parapro Exam Scores |
| Library/Tech Aide | EG | 4 | \$ 37,193 | |
| 12 mo., 80 hr. Educational Aide | EG | 4 | \$ 35,701 | |
| 10 mo., 70 hr. General Ed. Aide | EG | 4 | \$ 30,315 | |
| 10 mo., 70 hr. Special Ed. Aide | EG | 4 | \$ 30,315 | |
| 10 mo., 70 hr. Translation Aide | EG | 4 | \$ 30,315 | |
| 10 mo., 70 hr. HS, Pre-K, K Aide | EG | 4 | \$ 30,315 | |

School-Based Custodians

| Job Title | Pay Plan | Grade | Total | Minimum Requirements |
|-------------------|----------|-------|--------------|---|
| Custodian Foreman | SW | 1,3,5 | \$ 56,794.54 | High School Diploma/GED, Relevant Work Experience |
| Custodian (RW-5) | RW | 5 | \$ 45,285.05 | High School Diploma/GED, Relevant Work Experience |

| | | | | |
|------------------|----|---|--------------|-------------------------|
| Custodian (RW-3) | RW | 3 | \$ 38,156.44 | High School Diploma/GED |
|------------------|----|---|--------------|-------------------------|

1D. Average Teacher Salary Calculation

In an effort to more accurately reflect the cost of teachers for FY12, the following methodology was used to calculate the average teacher salary.

For FY11, the average salary for new hires was reviewed (\$57,577) against the average salary for existing employees (\$76,935). This yields a weighted average salary of \$85,075 (\$74,405 in salary with 14.31 percent benefits added in) for all active WTU members (4,210).

The number of WTU positions for SY11-12 was estimated. Using the average salaries for this year, DCPS added in the 5 percent increase for the WTU contract. The average salary for existing employees was calculated at \$78,241 (\$76,935 + 5 percent), and the average salary for new hires was calculated at \$60,456 (\$57,577 + 5 percent).

To calculate the average salary for FY12, DCPS computed a weighted average based on the projected number of existing employees next year and the number of projected new hires. The calculation was (3,500 existing employees X \$80,782) + (500 new hires X \$60,456) divided by 4,000 total WTU employees, which resulted in a projected average salary of \$78,241 for FY12.

Adding an 11.1 percent increase to the benefits rate, DCPS calculated the new benefits rate at 15.9 percent (14.31 percent + 11 percent). With that benefit, the calculated total cost of a WTU position for FY12 is \$90,681 (\$78,241 X 15.9 percent).

Principals

Increases in average principal salaries reflect new average salaries for all principals that we expect to be in place for the 2011-2012 school year, and the costs will be included in school budgets.

Part II: Budget Requirements and Guidance

Part II of the budget guide represents the position requirements and guidance for the following areas:

- General Education classrooms

- Special Education staffing

- ELLs

- Title fund allocation

- NPS

- Class size requirements

This section contains guidance from multiple DCPS program offices to inform staffing and NPS decisions. DCPS also incorporated principal and community feedback provided through our community forums and discussions with principals and their cluster superintendents.

IIA. REQUIRED STAFFING & BUDGET REQUIREMENTS

Required Staffing for SY11-12

For SY11-12, the following staffing or programs are required at every school unless otherwise approved via the budget petition process. All petitions submitted will need to reflect a cost-neutral change to the school's budget. The petition process can be found Part III of this guide.

| School- Wide Positions | |
|----------------------------|--|
| Position | Guideline |
| Principal | 1 per building |
| All Custodians | All custodial positions are required. In order to deviate from the requirements, schools must submit a petition. |
| Instructional Coach | Minimum 1 FTE, petition required to reduce to 0.5 or 0 coaches. |

| School Based Classroom Positions or Programs | |
|--|---|
| Position | Guideline |
| Art, Music, Physical Education | Program required – does not have to be FTE, can be demonstrated program (i.e., Fillmore) |
| JROTC | If your school has JROTC in SY 2010-2011, you must budget for the same program for SY 2011-2012 |

| School Based Support | |
|---|--|
| Position | Guideline |
| Social Worker (Mental Health Provider) | Each school has a baseline allocation of 1 FTE that will be validated and augmented based on student need, as defined by the student IEP and total student enrollment. Validation may result in an increase or decrease in FTE allocation. Final allocation determinations will be made by the chancellor. |
| Educational Aide | 1 per Pre-School, Pre-Kindergarten, Kindergarten and Bilingual Education classroom. |
| Media Specialist/Librarian | Minimum .5 or 1 FTE (minimum requirement will vary by school size and be reflected on budget allocation sheet) |

School-based Classroom Position guidance

JROTC

If a school offered JROTC in SY 2010-2011, the school is expected to provide the same programming in SY 2011-2012. A school must submit a budget petition to make any changes to the JROTC program in FY12. Only salary responsibilities are part of the local school budget. All supplementary funding, such as uniforms, supplies, etc., will remain the responsibility of the federal government, purchased by the school instructors.

JROTC Staffing Requirements:

| Number of Students | Required instructors |
|--------------------|----------------------|
| 0-150 | 2 JROTC Instructors |

| | |
|--|---------------------|
| Greater than 150 | 3 JROTC Instructors |
| The third instructor is added in the third year only if a program has two years of enrollment above the 150-student mark. If a school with three JROTC instructors has a total enrollment of fewer than 150 students for two consecutive years, the third instructor position is eliminated in the third year. | |

Advanced Placement Courses

As previously discussed with schools, it is our goal that every student completes a college-preparatory sequence of study in high school, including experience in college-level courses. To that end, we expect every high school to offer a minimum set of Advanced Placement (AP) courses in the four core academic areas: English, math, history and science.

Starting in SY2011-12, every high school is expected to offer at least:

- AP English Literature and Composition *or* AP English Language and Composition;
- AP Calculus AB;
- AP US History *or* AP US Government; or
- AP Biology.

*If principals wish to substitute a course (for example, AP Chemistry in lieu of AP Biology), they may do so through the petition process.

Our current AP offerings vary widely across our schools. Therefore, we expect the following steps will be taken for SY2011-12:

- Every school will offer at least the four courses listed above; and
- All the AP courses listed above that are offered in SY 2011-2012 and after will have a minimum enrollment of 15 students.

READ 180

Below are the staffing and scheduling implications:

- All students identified for READ 180 must be enrolled in both READ 180 and English/Language Arts;
- READ 180 class time must be scheduled for 70-100 minutes daily to yield the desired growth results; and
- Schedule READ 180 class sections with 15-21 students, with an individual class size not to exceed 24 students.

Health and Physical Education Instruction

For Students in Kindergarten through Grade 5:

The Healthy Schools Act (passed by DC Council in 2010) contains the following requirements for physical education and health instruction. Staffing should include teachers certified in health and physical education sufficient to meet these requirements:

- Physical education – an average of at least 30 minutes per week; and
- Health Education – an average of at least 15 minutes per week.

The physical education and health education required by this section shall meet the curricular standards adopted by the State Board of Education.

For Students in Grades 6 through 8:

The Healthy Schools Act contains the following requirements for physical education and health instruction. Staffing should include teachers certified in health and physical education sufficient to meet these requirements:

- Physical education – an average of at least 45 minutes per week; and
- Health Education – an average of at least 15 minutes per week.

The physical education and health education required by this section shall meet the curricular standards adopted by the State Board of Education.

Note:

- Recess does not replace physical education instruction and is not eligible to be used to meet the physical education time requirements of the Healthy Schools Act.
- Schools may contract with an external physical activity vendor after meeting the above staffing recommendations for physical education and health instruction.

For Students in High School

Staffing at the high school level should include teachers certified in health and physical education sufficient to support students in meeting the following DCPS graduation requirements (as dictated by DC Municipal Regulations):

- Physical Education— one Carnegie Unit; and
- Health Education —.5 Carnegie Unit.

School-Based Support Position Guidance

School Social Workers

Each school will have a social worker allocation of at least .5 FTE. The *Initial Budget Allocation Sheet* contains placeholder allocations that will be refined during technical assistance sessions based on an analysis of general education student needs, special education needs as defined by IEPs, and total student enrollment. The Office of Special Education and Office of Youth Engagement will determine the number of social workers required in each school's required staffing model by analyzing these special education and general education needs.

Please note that a social worker is part of the required staffing. The social worker position is responsible for the core mental health services for both general education and special education students in your school, including:

- Providing direct counseling services,
- Facilitating staff professional development around social/emotional needs of students,
- Implementing family and community engagement strategies,
- Coordinating school-level crisis response, and
- Serving as the primary liaison between schools and other DC government agencies (Department of Mental Health, Department of Youth and Rehabilitation Services, etc.).

Schools may further increase their social work allocation by using flexible funds. The Offices of Youth Engagement and Special Education will support schools in implementation and will provide specific guidance during the school budget technical assistance sessions. If you have any immediate questions, please contact Erica Fener, Director of Related Services, and Diana Bruce, Director of Health and Wellness, at 202-442-5565.

While making staffing and budget decisions, please consider that school-based staff are responsible for implementing policies and practices in the following areas related to student support:

- Attendance and truancy (Attendance Counselor or Attendance Designee);
- Student discipline systems – implementation of Chapter 25 (Deans);
- Student Support Teams (Student Support Team Coordinator);
- Section 504 support (Section 504 Coordinator); and
- Support for homeless students (Homeless Liaison).

Attendance and Truancy

In general, the school-based work around attendance and truancy involves the following:

- Administrative tasks
 - Entering attendance daily and maintaining accurate records (teachers and designated staff); and
 - Facilitation of regular attendance committee meetings.
- Student/family interventions and case management
 - After five absences, facilitate family meeting, assess student/family barriers to attendance, and make appropriate referrals for support services. Conduct home visit if family does not attend meeting;
 - After 10 absences, make referral to CFSA for suspected educational neglect; and
 - After 25 absences, write referral to DC Superior Court documenting school interventions.

There are multiple staffing structures that can be used to cover these responsibilities. Principals may contact the Director of Student Attendance (Amoretta.Morris@dc.gov) for assistance with organizing their staff to support the work around attendance and truancy.

Innovative School Models – The Office of School Innovation (OSI)

DCPS currently supports various school models that offer additional staffing to school programs. For SY11-12, OSSE will no longer fund Full Service Schools (FSS) or School-Wide Application Model (SAM) Schools. The following three pages outline the innovative school projects

| | | |
|---|---|---|
| <p>DC 3 Schools:</p> <ul style="list-style-type: none"> ▪ Hardy MS ▪ Hyde ES ▪ Janney ES ▪ Mann ES ▪ Maury ES ▪ Miner ES ▪ Walker-Jones EC ▪ Orr ES ▪ Smothers ES ▪ Wheatley EC <p>Partnership Schools: The following schools are currently partnership schools:</p> <ul style="list-style-type: none"> ▪ Anacostia SHS ▪ Coolidge SHS ▪ Stanton ES <p>At the end of the school year, partnerships will be reviewed by the Chancellor and the Office of School Innovation (OSE).</p> | <p>Catalyst The following schools are Catalyst schools for the 2011-2012 School Year:</p> <ul style="list-style-type: none"> ▪ Beers ES ▪ Burroughs EC ▪ Columbia Heights EC ▪ Eaton ES ▪ Emery EC ▪ Langdon EC ▪ Ludlow-Taylor ES ▪ Malcolm X ES ▪ Payne ES ▪ Sousa MS ▪ Takoma @ Meyer EC ▪ Tyler ES ▪ Whittier EC <p>SAM School-Wide Applications Model (SAM) – All SAM schools will receive an allocation for an Instructional</p> | <p>FSS Full Service Schools will be allocated three positions through local funds (2 ET – 15, and 1 ET-8 position).</p> <p>These schools include:</p> <ol style="list-style-type: none"> 1. Eliot-Hine MS 2. Hart MS 3. Jefferson MS 4. Johnson MS 5. Kelly-Miller MS 6. Kramer MS 7. MacFarland MS 8. Ronald Brown MS 9. Shaw MS 10. Stuart-Hobson MS 11. Sousa MS <p>The Office of the Chief Academic Officer is currently determining whether the above schools will retain the FSS program for SY11-12.</p> |
|---|---|---|

| | | |
|---|---|--|
| <p>Autonomous Schools:</p> <ul style="list-style-type: none"> ▪ Banneker SHS ▪ Barnard ES* ▪ Eaton ▪ Ellington School of the Arts ▪ Key ES ▪ Mamie D. Lee School ▪ Murch ES ▪ Noyes EC* ▪ School Without Walls ▪ Stoddert ES <p>* Pending the results of 2010-2011 DC CAS scores</p> | <p>Coach position (ET-15).</p> <p>These schools include:</p> <ol style="list-style-type: none"> 1. Beers ES 2. Ferebee-Hope ES 3. Garfield ES 4. Hendley ES 5. Kenilworth ES 6. MC Terrell ES 7. Moten at Wilkinson ES 8. Murch ES 9. Neval Thomas ES 10. Noyes EC 11. Patterson ES 12. Raymond EC 13. Simon ES 14. Stanton ES 15. Turner at Green ES | <p>The two ET-15 allocated positions must be an academic resource teacher or behavior support position as currently offered to Full Service Schools.</p> |
|---|---|--|

As part of the autonomy associated with these initiatives, Partnership Schools, Autonomous Schools and schools in the DC3 have flexibility to deviate from required staffing requirements. These flexibilities are tied directly to achieving specific outcomes. These schools are encouraged to consider the various functions that the flexible positions assume at the school level, particularly in relation to a school's interface with central office functions and the outcomes they are targeting. Some of these considerations are listed below each position. This group of schools is encouraged to engage with program managers and staff from the OSI when making decisions around budget flexibilities.

Partnership Schools, Autonomous Schools and DC3 schools must adhere to budgeting rules with some exceptions to the required staffing model. These schools are not required to have the following positions:

- Principals;
- Art Teacher;
- Music Teacher;
- Physical Education and Health Teacher
 - DCPS graduation requirements (as dictated by DC Municipal Regulations) include:
 - Physical Education— 1 Carnegie Unit
 - Health Education – .5 Carnegie Unit
- Media Specialist/Librarian
 - Media Specialist/Librarian can provide instruction and support around technology, reading strategies, research skills, etc., with a well-equipped and updated media center.
- Mental Health Provider (Social Worker/School Counselor)
 - All schools will be required to provide social work services to students, including behavior support services as defined by an IEP.
 - Social workers can be used in a variety of capacities, such as implementing family and community engagement strategies, providing direct counseling services, staff professional development around social/emotional needs of students, among others.
 - Social workers coordinate school-level crisis response
 - Social workers serve as primary liaison between school and other DC government agencies (Department of Mental Health, Department of Youth and Rehabilitation Services, etc.)
- Substitutes

International Baccalaureate Program

DCPS is continuing to develop International Baccalaureate (IB) programs across the school district in an effort to increase access to rigorous and international programming. Based on what we learned through the accreditation process with the first cohort of IB schools, the school district will provide a subsidy for schools that have been identified by the chancellor's office to pursue IB authorization. This subsidy will cover the cost of the IB Coordinator, which is a crucial, required position in order to successfully reach IB authorization. The subsidy will cover the cost of the IB Coordinator through the candidate period of the authorization process. In extreme cases, there may be an additional subsidy for teacher positions required for authorization.

The following schools are IB authorized (or expected to be authorized) schools for SY 2011-2012:

- Banneker SHS
- H.D. Cooke ES (IB Candidate)
- Deal MS
- Shepherd ES (IB Candidate)
- Thomson ES (IB Candidate)

The following are school initiating the IB candidacy schools process for SY 2011-2012:

- Eastern SHS
- Eliot-Hine MS
- Turner@Green ES

Upon the achievement of IB authorization, schools will be expected to pay for their IB Coordinator through their per-pupil spending. This would give IB candidate schools two to three years, depending on the program they are implementing, to determine how to build capacity within their school budget. As a result of the work done by previous IB candidate schools, we have seen enrollments rise in schools pursuing IB authorization, which ultimately provides most schools with the opportunity to absorb the cost of the IB Coordinator position. In cases where candidate schools are at capacity, the schools will need to determine how to reallocate their existing resources as the IB program is developed and implemented.

| Benefit to IB Schools Pursuing IB PYP or MYP Authorization | Amount (\$) |
|--|-------------|
| Candidate Year 1 (IB Coordinator; 1 FTE ET 10 or higher) | \$100,000 |
| Candidate Year 2 (IB Coordinator; 1 FTE ET 10 or higher) | \$100,000 |
| Candidate Year 3 (IB Coordinator; 1 FTE ET 10 or higher) | \$100,000 |
| Authorization Year 1 (IB Coordinator funded by school budget) | \$0 |
| Authorization Year 2 + (IB Coordinator funded by school budget) | \$0 |

| Benefit to IB Schools Pursuing IB DP Authorization | Amount (\$) |
|--|-------------|
| Candidate Year 1 (IB Coordinator; 1 FTE ET 10 or higher) | \$100,000 |
| Candidate Year 2 (IB Coordinator; 1 FTE ET 10 or higher) | \$100,000 |
| Authorization Year 1 (IB Coordinator funded by school budget) | \$0 |
| Authorization Year 2 + (IB Coordinator funded by school budget) | \$0 |

Staffing Implications:

Diploma Programs (DP) must have a full-time IB Coordinator (ET 10 or higher), a CAS Coordinator, an Extended Essay Supervisor, and teachers dedicated to teach courses from each of the six groups of study.

Middle Years Programs (MYP) must have a full-time IB Coordinator (ET 10 or higher), and must have dedicated staff to teach courses from all content areas to students in each grade of the program.

The Primary Years Programs (PYP) must have a full-time IB Coordinator and have enough teachers to teach all of the content areas to students in each grade. In some cases, principals may have to dedicate a teaching position to teach a specific content area (physical education, art, music, world language, etc).

PS-8 Staffing

The following guidelines were established to assist preschool-grade 8 schools relative to staffing, scheduling and program design. These guidelines should help schools as they design programs to meet the needs of their specific school communities.

PS-8 Staffing Model

A preschool-grade 8 school receives an allocation based on the ratios discussed earlier in the CSM. Please consult the CSM to determine the teacher-to-student staffing ratios.

Ultimately, in the PS-8 School:

- **Preschool-grade 5** will be generally self-contained. There is also an option of a school-based decision to include grade 6 in this configuration.
- Schools that have a larger student population at the intermediate level (grades 3-5) can implement interdisciplinary team organization, with instructional superintendent approval. For interdisciplinary team organization, students receive science and math from one teacher and social studies and language arts from another.
- **Grades 6-8** will be generally departmentalized. Students will rotate classes as is the case in many traditional middle grade programs. There is an option for grade 6 to organize in the same manner as the preschool-grade 5 classrooms.
- Principals, with instructional superintendent approval, will have flexibility in determining which of the following positions are needed for the effective functioning of the school program:
 - Assistant Principal;
 - Dean of Intervention/Student Support;
 - In-School Suspension Coordinator (ISS);
 - Behavior Specialist; and
 - Mental health provider (social worker/school counselor).
- School must be staffed with a social worker to support student academic, behavioral and social/emotional success.
- Schools must be staffed with a minimum of one instructional coach.
- Schools must be staffed with a minimum of a .5 business manager.
- Teachers of grades 7 and 8 must be secondary-certified and highly qualified in their content area.

PS-8 Guiding Principles:

- An interdisciplinary approach to teaching and learning should be supported by the budget at each school.
- A literacy-rich learning environment should be supported by the budget at each school.

PS-8 Class/Staffing Model:

| Class | Duration | |
|------------------------------|------------|---|
| English/Language Arts | Grades 1-5 | 600 minutes/week |
| | Grades 6-8 | 250 minutes/week |
| Math | Grades 1-5 | 375 minutes/week |
| | Grades 6-8 | 250 minutes/week |
| Science | Grades 1-5 | 150 minutes/week |
| | Grades 6-8 | 250 minutes/week |
| Social Studies | Grades 1-5 | 150 minutes/week |
| | Grades 6-8 | 250 minutes/week |
| Advisory | Grades 6-8 | 30 minutes/week |
| Electives | Grades 6-8 | 125 minutes/week *Optional scheduling available |

*Electives may be scheduled for 125 minutes/week for the full school year or for 250 minutes/week for one semester.
 Note: Foreign language instruction (leading to credit) must be scheduled for 125 minutes/week for a full school year.

PS-8 Programmatic Features:

Students are to receive instruction in all core subject areas as well as in foreign language and algebra.

- Read 180:
 - Read 180 School must assign a dedicated teacher to the program and create schedules that ensure students enrolled receive a minimum of 70 minutes of instruction weekly.
 - Students enrolled in Read 180 will have schedules with reduced time for elective instruction and/or science and social studies instruction.
- Foreign Language:
 - Foreign language is to be offered at least in grades 7 and 8 of preschool-grade 8 schools. Schools that have the scheduling flexibility to offer foreign language experience/instruction in earlier grades are encouraged to do so.
 - Foreign language must be offered as a full-year course, but does not need to be scheduled for daily instruction. Students receive .5 credit for foreign language (course 1A) in grade 7 and .5 credit in grade 8 (course 1B). Successful completion of two years of foreign language allows students to receive one Carnegie Unit that will be counted on the high school transcript.
- Algebra:
 - Algebra is to be offered in grade 8. Class size for algebra may be small initially, as student cohort groups are to be identified and supported at earlier grades. All grade 8 students not “ready” to take algebra should be offered a pre-algebra course in preparation for algebra in grade 9.
 - Students will receive high school credit for taking and passing algebra in grade 8.
- Electives:
 - Electives are to be developmentally appropriate as they fulfill the needs and interests of the student population at each school.
- Extracurricular:
 - Schools are to develop a plan for subsidizing extracurricular activities and programs inclusive of both internal staff and external partnerships/constituents.
- Schools can work together to determine the best way to share staff between schools.

Early Childhood Education

Beginning in SY 2010-2011, the Office of Early Childhood made significant changes to how Head Start operates in DCPS by allowing for the equitable distribution of its federal Head Start funds across all Title I schools that offer preschool and prekindergarten (PS/PK). This new approach, the Head Start School-wide Model, combines the best elements of two program models serving 3- and 4-year-old children (Head Start and pre-K) and blends funding sources (federal and local) to form a coherent system of high-quality services and supports for early childhood students.

FY 12 represents year two of a three-year transition period whereby a subset of schools that currently receive Head Start grant-funded positions will assume these personnel costs on their school budgets.

FY12 Implications for Schools: The Head Start School-wide Model will only impact the budgeting process for schools that currently have Head Start grant-funded positions. For the 2011-2012 budget cycle, any school that has had at least two Head Start-funded teachers and aides will be responsible for paying the full costs of one preschool/pre-K teacher and one preschool/pre-K teacher's aide. Please note that no school will assume personnel costs beyond one teacher and one aide, regardless of how many Head Start-funded positions the school receives. The following table demonstrates the budget implications for schools:

| Title I Elementary School | # of Head Start Funded Positions in FY 11 School Budget | Change for FY 12 School Budget |
|--|---|---|
| School receives one Head Start-funded aide and one subsidized teacher position | One Head Start teacher – school is only charged 80 percent of teacher cost Head Start aide is not reflected on school budget | School budgets for 100 percent of teacher and aide costs previously charged to Head Start grant. |
| School receives two Head State-funded aides and two subsidized teacher positions | Two Head Start teachers – school is only charged 80 percent of teacher costs Two Head Start aides are not reflected on school budget | School budgets for 100 percent of one teacher and 100 percent of one aide costs previously charged to Head Start grant. Head Start grant continues to pay for 80 percent of one teacher position and funds 100 percent of one aide position. |
| School receives three Head Start-funded aides and three subsidized teacher positions | Three Head Start teachers – school is only charged 80 percent of teacher costs Three Head Start aides are not reflected on school budget | School budgets for 100 percent of one teacher and 100 percent of one aide costs previously charged to Head Start grant. Head Start grant continues to pay for 80 percent of one teacher position and funds 100 percent of one aide position. |

School staffing specialists from the offices of Early Childhood Education and Human Resources will be available to work with schools to represent these changes in their budgets during the technical assistance sessions.

Centrally Funded School Supports: The Head Start School-wide Model allows for the even distribution of Head Start grant dollars to all DCPS Title I schools with preschool/pre-K grade levels. These grant dollars support positions and centrally funded services that enhance the quality of early childhood programs at all Title I schools.

For SY 2011-2012, all Head Start School-wide Model schools will benefit from the following supports:

- Early Childhood Field Trip Fund: Head Start funding will support each preschool/pre-K classroom in taking one field trip per advisory period.
- Early Childhood Substitutes Fund: Head Start funding will be used to pay for the costs of substitutes for preschool/pre-K teachers and aides.
- ECE supplies and materials: Head Start funding will be used to purchase health and safety supplies on a quarterly basis. This includes, but is not limited to, items such as: Pull-Ups, wipes, cleaning products, first-aid kits, toothbrushes and toothpaste. Head Start funds also will continue to support the replenishment of early childhood classroom materials and all the furnishings for new preschool/pre-K expansion classrooms.
- ECE Instructional Support: Each school is assigned an Early Childhood Instruction and/or Inclusion Specialist to provide job-embedded professional development and school-specific technical assistance for preschool/pre-K teachers and administrators.
- ECE Family Engagement Support: Each school is assigned a Community and Parent Outreach Coordinator and a Case Management Specialist to support family engagement and family support services. In addition, these staff members are available to assist schools in preschool/pre-K recruitment and enrollment activities.

In addition, the Office of Early Childhood Education will implement a new early childhood curriculum, Tools of the Mind, in 100 classrooms for SY 2011-2012. All the curricular materials, classroom supplies and professional development will be supported by Head Start grant funds.

School Nurses

All DCPS schools receive full-time nursing services coverage at no charge to the school. The nurses are provided through a contract between the DC Department of Health (DOH) and Children's National Medical Center (CNMC). As these are not DCPS employees, CNMC maintains all employer rights and responsibilities for these nurses (some specialized schools may receive additional nursing services). If a nurse at a participating school is unable to continue full-time employment, DOH will provide a replacement nurse for that school as soon as possible. Principals may work with the appropriate DOH supervisor to evaluate nurses and request any kind of disciplinary action or removal. Some schools have students with low-incidence disabilities that require nursing services beyond the capacity of the school nurse. The Office of Special Education will provide supplemental nursing services to schools serving these students. Information about the Office of Special Education can be found in the next section (IIB) of this guide.

Note: The nurses' union requires that only nursing professionals may evaluate these nurses. Principals may participate in this evaluation, but only DOH can formally conduct the evaluations.

Custodial Staff

When developing your school budget, it is important to be aware that all custodians can open buildings; but only RW5 Custodians and SW Foremen are allowed to close/secure a school building. In effect, RW3 Custodians cannot close/secure a school building. The custodial foremen positions and custodians are required position for SY 2011-2012 school year, and can only be changed via the petition process.

IIB. THE OFFICE OF SPECIAL EDUCATION BUDGET REQUIREMENTS

LEA Representative

Under the Individuals with Disabilities Education Act (IDEA), each IEP team is to include an individual who serves as the “LEA Representative.” This person is defined as:

A representative of the local education agency (LEA) who is qualified to provide, or supervise the provision of:

- Specially designed instruction to meet the unique needs of children with disabilities;
- The general education curriculum; and
- Resources of the LEA.

At local schools, DCPS defines the principal as the default LEA representative. **Principals must identify at least one other staff member to serve as their delegate LEA representative. The Office of Special Education must approve delegates during the school budget process.** The Office of Special Education will provide mandatory training to ensure all LEA representatives can fulfill their responsibilities under IDEA.

Special Education Staffing Allocations

Schools will receive special education teachers, paraprofessionals, and social workers based on total student enrollment and the number of students eligible for special education services. The Office of Special Education will fund all other related service providers, excluding social workers, centrally, but each principal will be informed of how many related service providers will be assigned to their schools. These assignments also are based on IEP needs and determined through examination of reports out of SEDS. Given the complexity of supporting students with special needs, the Office of Special Education will provide technical assistance for any school requesting guidance in properly staffing the school to meet special education obligations.

Determining Special Education Teacher Allocations

Special education teachers are funded in the local school budget. Teacher allocations* will be budgeted using the following formula:

| Category | Definition | Budgeted Teacher to Student Staffing Ratio** |
|---|---|--|
| K-8 students with full-time IEPs | Students with full-time IEPs receive specialized instruction for 60 percent (16.5 hours) or more of the school week. | 1:10 |
| 9-12 students with full-time IEPs | See above. | 1:12 |
| K-8 students with part-time IEPs | Students with part-time IEPs receive specialized instruction less than 60 percent (16.5 hours) of the school week. | 1:18 |
| 9-12 students with part-time IEPs | See above. | 1:20 |
| K-12 students with full-time IEPs and the | Students with full-time IEPs and the | |

* These allocations are for determining the total number of special education teachers, not teacher caseload or classroom composition. Programmatically, principals should endeavor to create non-categorical classrooms whenever possible.

** These ratios are preferred but may be exceeded for the reasons outlined on page 79 of the current Washington Teachers’ Union (WTU) contract.

| | | |
|---|---|------|
| primary disability autism | primary disability Autism Spectrum Disorder (known as autism). | 1:7 |
| Early childhood students with IEPs | Students with IEPs in preschool or prekindergarten. | 1:10 |
| Early childhood students with IEPs and the primary disability autism | Students with full-time IEPs and the primary disability Autism Spectrum Disorder (known as autism) in preschool or prekindergarten. | 1:3 |

Office of Special Education staff looked at each school's staffing individually to determine if certain factors warranted different staffing and adjustments were made when appropriate. These factors included:

- Grade configuration for SY 11-12;
- Established and planned early childhood programs for SY 11-12;
- Established and planned autism programs for SY 11-12;
- Overall average teacher caseload exceeding 1:15; and
- Fluctuating enrollment (Incarcerated Youth Program, CHOICE Academy, etc.).

If a school's budget development team believes this formula provides the school with an insufficient number of teachers, technical assistance is available prior to the time the school submits its budget to ensure proper staffing. Schools may utilize the petition process, through their instructional superintendent, if they believe the formula has not adequately captured their needs.

Determining Special Education Paraprofessional Allocations

During SY 11-12, special education paraprofessionals providing classroom support will be funded on each school's budget. The Office of Special Education will continue to provide funding for dedicated aides.

Paraprofessional Job Description and Roles

DCPS has one job description for all special education paraprofessionals. For principals and staff, this means that any paraprofessional can serve either role — classroom support or dedicated services — at the discretion of the principal.

Paraprofessionals Providing Classroom Support

Paraprofessionals supporting the delivery of specialized instruction (formerly called, "educational aides" or "instructional paraprofessionals") are funded in the local school budget. These paraprofessional allocations* will be budgeted using the following formula:

| Category | Definition | Paraprofessional to Student Staffing Ratio |
|--|---|--|
| K-8 students with full-time IEPs | Students with full-time IEPs receive specialized instruction for 60 percent (16.5 hours) or more of the school week. | 1:10 |
| 9-12 students with full-time IEPs | See above. | 1:12 |
| K-12 students with full-time IEPs and the primary disability autism | Students with fulltime IEPs and the primary disability Autism Spectrum Disorder (known as autism). | 1:3 |
| Early childhood students with IEPs | Students with IEPs in preschool or | 1:10 |

* Planners should keep in mind that these allocations are for determining the total number of special education paraprofessionals not classroom composition or paraprofessionals' assignments.

| | | |
|---|--|-----|
| | prekindergarten. | |
| Early childhood students with IEPs and the primary disability autism | Students with fulltime IEPs and the primary disability Autism Spectrum Disorder (known as autism) in preschool or prekindergarten. | 1:7 |

Paraprofessionals Providing Dedicated Services

Schools must follow specific procedures for assigning a dedicated aide as outlined in the Office of Special Education Reference Guide. The Office of Special Education will be increasing its due diligence around dedicated aide assignment and usage. The Office of Special Education will fund dedicated aides that are properly assigned. **Schools that improperly assign or renew dedicated aides outside of set protocol will be required to fund the positions from their school budget.**

Planners should keep in mind that dedicated paraprofessionals may be assigned to one or more students with particular, intensive needs, pursuant to the students' IEPs. In short, by authoring IEP goals that provide students *access to a paraprofessional in support of specific IEP goals* rather than requiring the presence of an adult to support the student generally throughout the entire instructional day, schools can better target the use of paraprofessional time and effort toward goals pertaining to student achievement.

For additional information regarding dedicated aides, refer to the Office of Special Education Reference Guide (<https://sites.google.com:443/a/dc.gov/office-of-special-education-reference-guide>).

Determining Special Education Social Worker Allocations

Please see Part IIA under "Required Classroom Staffing" for additional information on Social Worker staffing.

Special Education Coordinators

The ratio for allocating Special Education Coordinators (SECs) has been updated for FY12. Please consult the CSM for your school's allocation. SECs are now considered "flexible staffing" positions and schools may choose to use their flexible staffing funds to maintain an SEC. If a school does not have or chooses not to staff an SEC, a staffer must fill the role of LEA representative as approved by the Office of Special Education.

Early Childhood Special Education

DCPS is increasing its efforts to meet IDEA obligations to intervene early when students may have disabilities. As a result, Early Stages has been charged with increasing the identification of 3- to 5-year-olds who are eligible for special education. Each school should expect to have additional special education students in its age 3-4 classrooms. School budgets include projections for these students.

IIC. OFFICE OF BILINGUAL EDUCATION BUDGET GUIDELINES

The number of Bilingual/English Language Learner (ELL) staff assigned to each school is based on the numbers of English Language Learners (ELLs) served in your school. The projected numbers were provided by the Office of Bilingual Education and are based on current and historical enrollment. The number of staff (and budget allocation) assigned to each school is based on the following compliance formula:

For Elementary Schools

- One bilingual/ELL teacher for every 22 English Language Proficiency (ELP) Level I-IV students;
- One translation aide for every 50 ELP Level I students;
- One bilingual counselor for every 100 ELP Level I-IV students.

For Secondary Schools

- One bilingual/ELL teacher for all 15 ELP Level I students;
- One bilingual/ELL teacher for all 22 ELP Level II-IV students;
- One translation aide for all 50 ELP Level I students;
- One bilingual counselor for all 100 ELP Level I-IV students.

Schools with 11-16 students (any level) will receive .5 bilingual/ELL teacher

- Schools with fewer than 10 students (any level) will receive services by a bilingual/ELL itinerant teacher(s) assigned and managed by the Office of Bilingual Education. These staff members will not be school-based but will be deployed to each school to serve students.

The formula used by the Office of Bilingual Education to allocate bilingual/ELL teachers rounds to the nearest .5 FTE. For example, if your elementary school has 37 ELLs, you will be assigned 1.5 bilingual/ELL teacher. If your secondary school has 11 Level I students (.73) and 24 Level II students (1.1), you will be assigned two bilingual ELL teachers.

IID. TITLE FUNDS SPENDING REQUIREMENTS

Title I, Part A

Title I funds may be used for a variety of services and programs, with a special focus on instruction in reading and mathematics. Title I funds are to be used to **supplement** the amount of funds that would be made available from non-federal sources and not to **supplant** funds from the regular budget.

Federal funds are consolidated with local funds into one total budget for schools operating in a school-wide Title I program only. For non-Title I or Targeted Assistance Title I programs, grant funds are not consolidated with local funds and are treated separately. DCPS has three Targeted Assistance Schools: Ross ES, Hardy MS and Ellington School for the Arts.

Schools with poverty rates between 35-40 percent – as determined by the number of students that qualify for free or reduced-priced meals – are considered “Targeted Assistance” schools and must use educationally related criteria to identify students to be served under Title I. Schools with poverty rates above 40 percent may operate school-wide programs; however, the programs must uphold the key objective of Title I: closing the achievement gap and serving the most disadvantaged students.

Schools identified as “in need of improvement” under No Child Left Behind (NCLB) must spend at least 10 percent of their school-wide funds (inclusive of Title I, Part A) or Targeted Assistance funds to provide teachers and principals with high-quality professional development that directly addresses the academic achievement challenges that caused the school to be identified for school improvement. For a complete list of these schools, please refer to the appendices.

Although entitlement funds (i.e., Title I and II) are consolidated into each school’s overall budget (except Targeted Assistance Schools as described above), schools must use their Comprehensive School Plan as a guide to ensure that the federal requirements of these funds are met.

How to Program Title I Funds

- Hire/contract reading and/or math resource instructor to provide intensive academic intervention to students
- Administrative Premium to pay teachers for before-school or afterschool tutorial programs
- Purchase of educational software and equipment that will support and enhance classroom instruction
- Embedded professional development activities to support instruction
- Development of reading and math intervention programs that target the most academically at-risk students
- Conferences that focus on strengthening leadership and instructional capacity within the school and support reform measures
- To support parental involvement activities that were included in the Comprehensive School Plan/Amendment (also referenced as Parent Partner activities)
- To support policies, procedures and activities articulated in the Parent Compact of School Parental Involvement Policy (also referenced as Parent Partner activities)

Allowable Uses

The Title I legislation encourages the use of strategies such as extended day (before- and afterschool programs), extended-year and summer programs to increase learning time. Other expenditures of funds include:

- Hire or contract personnel to provide instructional services;
- Payment of stipends to parents as volunteer partners in the school;

- Purchase of supplies and materials, equipment, software, machinery and reference materials;
- Purchase of furniture for student/teacher computer stations and other instructional media;
- Payment for approved local and out-of-town travel, hotel accommodations, conference, convention and registration fees supporting research-based strategies;
- Payment for services that serve an educational purpose toward improving student achievement;
- Payment of professional development activities that may include tuition and employee training to meet the highly qualified staffing requirements; and
- Payment for grants and gratuities inclusive of incentive awards for students, staff and parents.

Restrictions on Use of Title I, Part A Funds

Funds should not be used to:

- Support catering services that are not explicitly and directly tied to a Title I program related to students and parents;
- Fund extracurricular activities (i.e., Six Flags) and paraphernalia (i.e., iPads) not directly linked to a Title I academic program; or
- Supplant (replace) funds from the required school budget.

Schools identified as “in need of improvement” must spend at least 10 percent of their Title I, Part A to provide to the school’s teachers and principal high-quality professional development that:

- Directly addresses the academic achievement problem that caused the school to be identified for school improvement;
- Meets the requirement for professional development activities as outlined in the school’s school improvement plan; and
- Is provided in a manner that creates increased opportunity for participation in the professional development.

Title II, Part A – Professional Development

Title II, Part A funds may be used to support high-quality professional development activities as described by NCLB. Funds may be used to provide follow-up training for teachers who have participated in professional development activities to ensure that the knowledge and skills learned by teachers are implemented in the classroom.

How to Program Funds

- Provide intensive, classroom-focused professional development services that are aimed at improving the quality of instruction;
- Attend conferences that are **supported with a sustainability plan** and will ensure that essential information and strategies will have a lasting impact on classroom instruction; and
- Provide training to incorporate technology that enhances classroom instruction.

Allowable Uses

- Are high-quality, sustained, intensive and classroom-focused in order to have a positive and lasting impact on classroom instruction and teachers’ performance in the classroom;
- Are not one-day short-term workshops or conferences, unless supported with a sustainability plan that is approved by the DCPS LEA Office of Grant Programs;
- Improve and increase teachers’ knowledge of core subjects (English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography) they teach;
- Are an integral part of a school-wide improvement plan;
- Give teachers, principals and administrators the knowledge and skills to provide students with the opportunity to meet challenging content and performance standards;
- Improve classroom management skills;

- Support training of highly qualified teachers;
- Advance teacher understanding of effective instructional strategies that are impacted by scientifically based research and include strategies for improving academic performance;
- Are aligned with and directly related to the content standards;
- Are developed with extensive participation of teachers, principals, parents and administrators;
- Provide training for teachers and principals in the use of technology used to improve teaching and learning in core academic subjects in which the teachers teach;
- Are regularly evaluated for their impact on increasing teacher effectiveness and improving student academic achievement;
- Provide instruction in methods of teaching children with special needs;
- Include instruction in the use of data and assessments to inform and instruct classroom practice; and
- Include instruction in ways that teachers, principals and pupil-services personnel can work more effectively with parents.

Funds may be used to provide follow-up training for teachers who have participated in professional development activities to ensure that the knowledge and skills learned by teachers are implemented in the classroom.

Restrictions on Use of Title II, Part A Funds

Funds may not be used to:

- Provide direct services to students and parents;
- Purchase educational supplies, materials or equipment for student use;
- Construct facilities; or
- Supplant (replace) funds from the required school budget.

IIE. NON-PERSONNEL SPENDING (NPS)

Non-personnel spending (NPS) accounts for purchases outside of personnel expenditures. All schools receive an allocation of 3.5 percent of their total budget for NPS. Based on analysis of school needs from FY10 and FY11, schools should expect to spend approximately **\$300** per student for their various NPS needs, including technology, custodial supplies, travel, office and classroom supplies, support services, and miscellaneous expenditures. The chart below details these expected costs:

| Technology | Custodial Supplies | Travel | Office and Classroom Supplies | Support Services | Miscellaneous Expenditures |
|---|---|---|--|--|---|
| \$20/student | \$29/Student | \$20/student | \$170/Student | \$22/student | \$40/student |
| <ul style="list-style-type: none"> ▪ Printers <ul style="list-style-type: none"> ○ Ink ○ Maintenance ▪ LCD projectors ▪ SMART Boards ▪ Computers for teachers ▪ Software and licenses for computer programs | <ul style="list-style-type: none"> ▪ Cleaning ▪ Maintenance ▪ Ice Melt ▪ Equipment <ul style="list-style-type: none"> ○ Lawn mowers | <ul style="list-style-type: none"> ▪ Professional development ▪ Field trips | <ul style="list-style-type: none"> ▪ Copy Paper ▪ General teacher supplies ▪ Art, science, music supplies ▪ Library books ▪ Printing ▪ Furniture (desks, cafeteria tables, etc.) ▪ Bulletin boards/White Boards | <ul style="list-style-type: none"> ▪ Medical ▪ Security equipment ▪ Contractors and professional Services | <ul style="list-style-type: none"> ▪ School-specific needs |

Additional Budget Specifications

Overtime for custodians, paraprofessionals and security should be fully accounted for in the local school budget. As a point of reference, schools should budget based on historical expenditures.

- Overtime costs should cover custodial overtime for weather events and special school events outside of regular school hours (dances, performances, athletics, etc.).
- Overtime costs should cover additional security costs associated with special school events outside of regular school hours (dances, performances, athletics, etc.).
- Overtime costs should cover the use of paraprofessionals working beyond their normal tour of duty.

For additional information on administrative premium, please refer to the appendices.

Budgeting for the Achievement Network (ANET)

During SY 2011-2012, 32-38 DCPS schools will be working with the Achievement Network (ANet). The amount that schools will be responsible for paying as part of this partnership will vary according to when and how they began working with ANet. Additional information is provided below.

ANet Pilot Schools

During the first two years of the ANet Pilot, the Michael and Susan Dell Foundation covered the full cost of ANet. During the third year of the ANet pilot (SY 2011-2012), the ANet pilot schools (Columbia Heights Education Campus, Truesdell EC, Cleveland ES, Tyler ES, Sousa MS, Barnard ES, Hyde ES, Brent ES, Orr ES, and Smothers ES) will be responsible for paying \$4,000-\$8,000 toward the total cost of the partnership.

Non-Pilot DC3 Schools

DC3 schools that were not a part of the original ANet Pilot (Janney ES, Hardy MS, Mann ES, Maury ES, Miner ES, Walker-Jones EC, and Wheatley EC) will be responsible for paying \$23,000-\$26,000 for their work with ANet in SY 2011-2012.

Restructuring Schools

This year's Restructuring II, Phase I schools (Amidon-Bowen ES, Ferebee-Hope ES, Hendley ES, Kimball ES, Plummer ES, Powell ES, Marie Reed ES, Savoy ES, Kelly Miller MS, Winston EC, Francis-Stevens EC, Raymond EC, MC Terrell ES, Tubman ES, and Stuart-Hobson MS) will not be responsible for paying anything for their work with ANet in SY 2011-2012.

New Schools Working with ANet in SY 2011-2012

Based on school readiness and interest in working with ANet, up to six new schools will be selected to work with ANet in SY 2011-2012. The cost of ANet at these schools will be subsidized partially by an i3 grant, and these schools will be responsible for paying \$14,000 toward the total cost of ANet in SY 2011-2012 and \$19,000 toward the total cost of ANet in SY 2012-2013.

Additional Costs Associated with ANet

In addition to the cost of the program, most schools* working with ANet pay about \$10 per student per year for printing assessment materials and about \$408 per teacher per year for administrative premium (12 hours of data meetings throughout the year).

ANET Cost Chart

| School Category | School | Financial Responsibility for ANet (SY 10-11) | Expected Financial Responsibility for ANet (SY 11-12) |
|---------------------------------|---------------------|--|---|
| ANet Pilot Schools | Columbia Heights EC | \$ - | \$ 8,000.00 |
| | Truesdell EC | \$ - | \$ 8,000.00 |
| | Cleveland ES | \$ - | \$ 8,000.00 |
| | Tyler ES | \$ - | \$ 8,000.00 |
| | Sousa MS | \$ - | \$ 4,000.00 |
| | Barnard ES | \$ - | \$ 8,000.00 |
| | Hyde ES | \$ 528.78 | \$ 8,000.00 |
| | Brent ES | \$ - | \$ 8,000.00 |
| | Orr ES | \$ 9,525.78 | \$ 8,000.00 |
| | Smothers ES | \$ 3,025.78 | \$ 8,000.00 |
| Non-pilot collaborative schools | Janney ES | \$ 789.00 | \$ 23,000.00 |
| | Hardy MS | \$ 1,039.87 | \$ 23,000.00 |
| | Mann ES | \$ 10,263.00 | \$ 23,000.00 |
| | Maury ES | \$ 3,590.78 | \$ 23,000.00 |
| | Miner ES | \$ 8,025.78 | \$ 26,000.00 |
| | Walker-Jones ES | \$ 10,763.00 | \$ 23,000.00 |
| | Wheatley ES | \$ 263.00 | \$ 23,000.00 |
| Restructuring Schools | Amidon-Bowen ES | \$ - | \$ - |
| | Ferebee-Hope ES | \$ - | \$ - |
| | Hendley ES | \$ - | \$ - |
| | Kimball ES | \$ - | \$ - |
| | Plummer ES | \$ - | \$ - |
| | Powell ES | \$ - | \$ - |
| | Marie Reed ES | \$ - | \$ - |
| | Savoy ES | \$ - | \$ - |
| | Kelly Miller MS | \$ - | \$ - |
| | Winston EC | \$ - | \$ - |
| | Francis-Stevens EC | \$ - | \$ - |
| | Raymond EC | \$ - | \$ - |
| | MC Terrell ES | \$ - | \$ - |
| | Tubman ES | \$ - | \$ - |
| | Stuart-Hobson MS | \$ - | \$ - |
| 6 New Schools (TBD) | | \$ - | \$ 20,000.00 |

IIF. Class Size Requirements

Class Size

Research indicates that smaller class size is linked with increased student achievement for early childhood. Schools should aim to build small class sizes and staff paraprofessionals for our preschool-K classes. Class sizes in the mid-20s in the elementary grades are consistent with research on good practice.

Maximum Class Size (WTU Contract 23.13.1)

| <i>Class Type</i> | <i>Maximum Size</i> |
|------------------------------|---------------------|
| Pre-K Without Aide | 15 |
| Pre-K With Aide | 20 |
| Kindergarten through grade 2 | 20 |
| Grades 3 through 12 | 25 |
| Remedial Classes | 12 |
| Career and Tech Education | 18 |

Maximum Class Size for Self-Contained Special Education Classrooms (WTU Contract 23.13.2)

| <i>Class Type</i> | <i>Maximum Size</i> |
|------------------------------------|---------------------|
| Autism | 6 |
| Emotional Disabilities | 8 |
| Hearing Impairments/Deafness | 5 |
| Mental Retardation (Mild/Moderate) | 12 |
| Mental Retardation (Severe) | 6 |
| Mental Retardation (Profound) | 4 |
| Orthopedic Impairments | 10 |
| Physical Disabilities | 4 |
| Speech/Language Impairments | 12 |
| Traumatic Brain Injury | 10 |
| Visual Impairments/Blindness | 5 |

The Office of Special Education recommends developing cross-categorical classes wherever appropriate. Classes that are developed by looking first at the educational needs prescribed in IEPs will have more opportunities for student achievement gains than classes developed based on primary disability.

IEP Caseloads

The IEP caseload should not exceed 15 IEPs per teacher. In cases in which a special education teacher is required or agrees to act as case manager for more than 15 students with IEPs, the WTU Contract provides that the teacher will receive three hours of administrative premium per year for each student in excess of 15. (WTU Contract; 23.13.2.4, 24.5.5). For example, if a special education teacher acts as case manager for 16 students with IEPs the teacher will receive \$102 per year; for 17 students with IEPs the teacher will receive \$204 per year, and so on.

Acceptable Reasons for Altering Class Sizes

Schools should make a reasonable effort to meet the classroom requirements. However, schools may need to alter class sizes for the following reasons (WTU Contract 23.13.3):

- Lack of sufficient funds for equipment, supplies or rental of classroom space;

- Lack of classroom space and/or personnel available to permit scheduling of any additional class or classes in order to reduce class size;
- Conformity to the class-size objective because it would result in the organization of half- or part-time classes;
- A class larger than the above is necessary and desirable in order to provide for specialized or experimental instruction;
- Placement of pupils in a subject class for which there is only one on a grade level; or
- Size of specific classroom space is inadequate.

Multi-Age Classrooms

Research on multi-age classrooms demonstrates that students in multi-age settings do as well or better than they would have in single-grade classrooms. By creating multi-age classrooms, teachers can both effectively serve the students in the classroom and provide a breadth of services to all children. Schools should work with their instructional superintendent to make decisions relative to where multi-age classrooms can best support the needs of their schools.

Part III: The Budget Process

Part III of the Budget Guide outlines the process for creating a local school budget. In Part III, you will find:

- Methods for Maximizing Budget Potential
- The Budget Petition Process
- SY 2011-2012 Staff Excessing Procedures
- Principal Engagement with the LSAT and School Community
- Tools for Finalizing the Budget
- Budget Guide Appendices

IIIA. GUIDANCE ON USE OF FUNDS

Comprehensive Staffing Model Funds

The Comprehensive Staffing Model (CSM) consists of positions that cannot be changed or modified under any circumstance, other than through a petition approved by the chancellor. These “Required Staffing,” positions include the positions delineated in Part I of this guide.

Art, Music, PE

If a school participates in the Fillmore Arts Program, art and/or music can be changed without a petition. Currently, the Fillmore schools are: Garrison, Hearst, Hyde, Key, Raymond, Ross, Stoddert, Truesdell and West.

Flexible Staffing Funds

The majority of CSM funding is unrestricted (flexible staffing) to finance the operation of each school and should be *allocated by the principal to expenditures (personnel and non-personnel) that would best support the school’s academic achievement*. These resources fund teachers and support staff; building leadership; supplies and materials; field trips; and short-term substitutes. CSM funds constitute the majority of resources allocated to each school and should be used to support the required program.

IIIB. MAXIMIZING BUDGET POTENTIAL

Sharing Staff Between Schools

One strategy to maximize resources at the school level is to share staff between two schools. For example, two buildings may partner to share one art teacher and one music teacher, enabling the students of both schools to have art and music education. Similar arrangements could occur with other staff. Schools, with the permission of the instructional superintendent, may share building administrators between two schools. The intention is for schools to be creative in ways to maximize the instructional opportunities for children.

Arrangements to share staff are executed through an agreement signed by each principal as well as the appropriate instructional superintendent(s). This agreement must stipulate which principal is responsible for evaluation and timekeeping for the individual. Scheduling should be finalized early enough to ensure alignment with the master scheduling process, and schools should share staff within general close proximity. Please see Appendix C: Shared Personnel Services Agreement.

IIIC. FY12 STAFF EXCESSING PROCESS

An “excess” is the elimination of a position at a school due to a reduction in the local school budget, change in student enrollment, a restructuring, or a change in the local school program. Schools that eliminate positions during the budgeting process must follow the excess process outlined below.

Step One: Select the Type of Position to Eliminate

As part of the budget development process, principals must first determine which types positions, if any, will be eliminated for SY 2011-2012 (i.e., positions that are currently on the FY11 budget, but that will not exist in FY12).

If your school elects to make changes to positions on your FY12 school budget, you must first meet with your LSAT to get input regarding which position or positions to change. This is both a general requirement of the school budgeting process and a specific requirement of the Washington Teachers’ Union (WTU) contract. Your LSAT should record recommended position changes in the QuickBase tool as part of the budget sign-off process.

Principals are not required to adopt the LSAT’s recommendation. However, if you elect to eliminate a different position, you must provide the LSAT a written explanation of why your decision differed from the LSAT recommendation. See Appendix I for a sample letter you can use to submit to your LSAT. **Principals should *not* inform their LSATs of final excessing decisions until they receive notification from DCPS Human Resources. Letters will be submitted to LSATs in late spring 2011.**

Step Two: Select the Specific Employee(s) to Excess

Once you have determined which position type(s) to eliminate, you must select which specific employees will be excessed. You will follow one of two courses of action depending on the type of position(s) you are eliminating.

For non-WTU members. If you eliminate a non-WTU position and you have a vacancy included in the type of position that you plan to eliminate, you must eliminate that vacancy. For example, if you elect to eliminate a paraprofessional position and have three filled and one vacant paraprofessional position in FY11, then you must eliminate the vacant paraprofessional position for FY12.

If you do not have a vacancy in the type of position you plan to eliminate, your Human Resources staffing specialist will assist you with a seniority-based excessing process. You will need to provide your staffing specialist a list of all employees in this position and the date they started working in your building. If two or more employees in this position have identical building seniority, the employee with the least amount of system-wide seniority will be excessed. When two or more employees in this position have the same building seniority and the same system-wide seniority, the employee(s) with the lowest annual evaluation in the previous year’s final evaluation will be excessed. Finally, in the event that building seniority, system seniority and the preceding year’s annual evaluations are identical, the excessed employee(s) will be determined by lottery.

For WTU Members. If you eliminate a WTU position and you have a vacancy included in the subject area that you plan to eliminate, you must eliminate that vacancy. For example, if you elect to eliminate an English teacher position and have three filled and one vacant English teacher position in FY11, then you must eliminate the vacant English teacher position for FY12. If all positions in the subject area you are excessing are filled in FY11, then you must first inform your Personnel Committee of your intent to excess. The Personnel Committee must make a recommendation to you about who should be excessed through this process.

The principal is not required to follow the recommendation of the Personnel Committee. In fact, principals are required to make a determination about which employee to excess based on the rubric described below. However, if the principal's decision differs from the Personnel Committee's recommendation, the principal must provide an explanation in writing. **A sample of this communication can be found at Appendix J. In late April/early May, Human Resources will provide principals with the date that these letters should be shared with Personnel Committees. Principals should *not* inform their personnel committees of final excessing decisions until they receive notification from DCPS Human Resources. Letters will be submitted to Personnel Committees in late spring 2011.**

Principals will make the final decision regarding who will be excessed *within each effected subject area* based on the following rubric.

| Category | Rating | Points |
|---|----------------|--------|
| 1) Previous Year's Final Evaluation | Highest | 50 |
| | Second Highest | 40 |
| | Third Highest | 30 |
| | Fourth Highest | 0 |
| | Lowest | 0 |
| 2) Unique Skills and Qualifications | High | 20 |
| | Medium | 10 |
| | Low | 0 |
| 3) Other Contributions to the Local Educational Program | High | 20 |
| | Medium | 10 |
| | Low | 0 |
| 4) Length of Service* | 20+ Years | 10 |
| | 10-19 Years | 5 |
| | 1-9 Years | 1 |

*Individuals with DC residency at the time of excessing will receive a five-year service credit. Individuals with veteran status at the time of excessing also will receive a five-year service credit.

The Office of Human Resources will assist principals in completing the required documentation for this process utilizing the "Performance-Based Excessing Documentation Form" and defined rating categories (see Appendix H for details). Principals will complete the Performance-Based Excessing Documentation Forms at required staffing sessions at the DCPS Central Office.

Excess WTU members will be subject to the excessing provisions in section 4.5 of the WTU contract.

Step Three: Employee Notification

DCPS Human Resources will prepare notification documents for principals to deliver to excess employees by late April/early May. **Local schools should *not* notify these employees until they receive these notification documents from DCPS Human Resources.**

Part-Time Positions

For WTU-Members

- If a school converts a current full-time (1 FTE) position to a part-time (.5 FTE) position for SY 2011-2012, the incumbent employee will have rights to the .5 FTE position. (WTU Contract 4.5.3.2).
- If a school converts one position to .5 FTE among multiple 1 FTE positions in the same subject area for SY 2011-2012, the employees ranked highest in the WTU excessing process will have rights to the full-time positions.

For example, if you have three 1 FTE art teachers now and budget for 2.5 FTE art positions for SY 2011-2012, the teacher with the lowest score will be placed in the .5 FTE position.

- Teachers whose positions are reduced to .5 FTE and do not find another .5 FTE will have the option to convert to .5 FTE for SY 11-12. Teachers who choose not to be converted to a .5 FTE employee will be subject to Options for Excessed Permanent Status Teachers (WTU Contract 4.5.5).

For Council of School Officers (dean of students, administrative officer, etc.), Teamsters (attendance counselor, custodians) and AFSCME (clerks, registrar, aides, etc.) members:

- If a school converts a current full-time (1 FTE) position to part time (.5 FTE) for SY 2011-2012, the incumbent employee will have first rights to the .5 FTE position.

For example, if a current 1 FTE dean of students position is being converted to .5 FTE for SY 2011-2012, the current dean of students will have rights to the .5 FTE position.

- If the employee is not able to secure additional .5 FTE position during the transfer period, Human Resources will assist this employee in securing another .5 FTE position for SY 2011-2012.

For non-unionized positions (administrative assistants, computer lab coordinator, parent/tech coordinator, etc.):

- If the employee is not able to secure an additional .5 FTE position before the start of SY 2011-2012, the employee's tour of duty will be changed to .5 FTE for SY 2011-2012.
- If a school converts one position to .5 FTE among multiple 1 FTE positions in the same category for SY 2011-2012, employees with the most building seniority will be placed in 1 FTE positions.

For example, if a school has three one FTE Computer Lab Coordinators in SY 2010-2011 and converts one of these position to .5 FTE for SY 2011-2012, the employee with least building seniority will be placed in .5 FTE position.

IIID. ENGAGING THE LSAT AND SCHOOL COMMUNITY IN BUDGETING PROCESS

The school principal is ultimately responsible for making decisions regarding the school's budget. Principals must ensure that their budget is aligned with the DCPS Effective Schools Framework and Comprehensive School Plan, and should work closely with their instructional superintendent. Further, principals should work to involve various members of their school community, including the LSAT, in developing a budget as this brings valuable community insight to the process.

The school principal is the point of contact for budget and staffing, as well as academic programming. It is incumbent upon the building administrator to share information and seek input from greater school community on issues surrounding budget development and local school planning. During the preliminary budget process, the principal should share pertinent information regarding the budgeting process with the various members of the school community (staff and parents) as appropriate.

As part of the FY12 budget process, LSAT chairpersons will be given a sign-off in the QuickBase technology used for budgeting. Quickbase sign-off's will be given in the week after the budget allocations are released to schools. This will require the chairperson to confirm that he/she was substantively engaged in the building of the school's budget.

After a school's budget has been approved by the central office, the school's principal is expected to present the finalized budge to the school community.

KEY NAMES AND CONTACT INFORMATION

As the budgeting process impacts all aspects of a school's operations, the DCPS central office is aligned to assist schools throughout the development of a budget. Further, staff is available to provide support throughout the year.

| Cluster | Budget Analyst | Staffing Specialist | Bilingual Education | Special Education |
|---------|--------------------------------|----------------------------------|-----------------------------|-------------------------------|
| I | Kwame Bryant 202.442.5290 | Monique Weekes 202.442.5394 | Elba Garcia 202.671.0750 | Julie Johnson 202.442.5485 |
| II | Jacques Harley 202.442.5279 | Zachary Scott 202.442.7695 | Elba Garcia 202.671.0750 | Julie Johnson 202.442.5485 |
| III | Jacques Harley 202.442.5279 | Zachary Scott 202.442.7695 | Elba Garcia 202.671.0750 | Julie Johnson 202.442.5485 |
| IV | Jacques Harley 202.442.5279 | Monique Weekes 202.442.5394 | Elba Garcia 202.671.0750 | Julie Johnson 202.442.5485 |
| V | Kwame Bryant 202.442.5290 | Whitney Miller 202.727.7868 | Elba Garcia 202.671.0750 | Julie Johnson 202.442.5485 |
| VI | Kwame Bryant 202.442.5290 | Whitney Miller 202.727.7868 | Elba Garcia 202.671.0750 | Julie Johnson 202.442.5485 |
| VII | Jacques Harley 202.442.5279 | Monique Weekes 202.442.5394 | Elba Garcia 202.671.0750 | Julie Johnson 202.442.5485 |
| VIII | Jacques Harley 202.442.5279 | Whitney Miller 202.727.7868 | Elba Garcia 202.671.0750 | Julie Johnson 202.442.5485 |
| IX | Jacques Harley 202.442.5279 | Whitney Miller 202.727.7868 | Elba Garcia 202.671.0750 | Julie Johnson 202.442.5485 |
| X | Jacques Harley 202.442.5279 | Pankaj Rayamajhi 202.442.5496 | Elba Garcia 202.671.0750 | Julie Johnson 202.442.5485 |
| XI | Kwame Bryant 202.442.5290 | Pankaj Rayamajhi 202.442.5496 | Elba Garcia 202.671.0750 | Julie Johnson 202.442.5485 |
| XII | Jacques Harley 202.442.5279 | Pankaj Rayamajhi 202.442.5496 | Elba Garcia 202.671.0750 | Julie Johnson 202.442.5485 |

Additional Contacts

| | | |
|--------------------|----------|---|
| John Petersen | 425-3803 | Budget Team, Office of the Chief of Staff, DCPS |
| Christopher Rinkus | 442-5679 | Budget Team, Office of the Chief of Staff, DCPS |
| David Franklin | 442-5293 | Budget Manager, Office of the Chief Financial Officer |
| Regina Youngblood | 442-6365 | Director, Office of Human Resources |
| Elba Garcia | 576-8851 | Director, Office of Bilingual Education |
| Julie Johnson | 442-5485 | Program Manager, Office of Special Education |

**** Email for all individuals is firstname.lastname@dc.gov.**

APPENDIX A: INSTRUCTIONS FOR COMPLETING BUDGET TEMPLATE

Instructions for completing the budget template will be released directly to principals.

APPENDIX B: INSTRUCTIONS ON COMPLETING SCHEDULE A

Schedule A – FY12

Human Resources, in conjunction with the Office of the Chief Financial Officer, will work with the principals to develop their Schedule A for FY12 in accordance to their funding allocation.

The technology that will be made available in QuickBase will incorporate staffing elements specific to your school to assist schools in planning. It is the responsibility of principals to have their building seniority as a reference as they budget. After a school's budget has been approved, Human Resources will begin working with principals to hire or excess the affected positions.

APPENDIX C: Sharing 0.5 Positions

The following represents the agreement between _____, the Primary School, and _____, the Partner School, to share the services of one budgeted position supported 50-percent by the primary school and 50-percent by the partner school.

The two school administrators have agreed, as signed below, for _____ to serve as the primary school. In response, funds from the partner school will be transferred to the primary school's budget for accounting and time reporting purposes. The budgeted position should be reflected on each schools Schedule A and PS worksheet as .5 Full-Time Equivalents.

| Primary school | | |
|----------------|----------------|---------------|
| Position No. | Position Title | Employee Name |
| | | |

| Partner school | | |
|----------------|----------------|---------------|
| Position No. | Position Title | Employee Name |
| | | |

PRIMARY SCHOOL:

School Name: _____

Principal: _____

Signed: _____ Date: _____
Principal

PARTNER SCHOOL:

School Name: _____

Principal: _____

Signed: _____ Date: _____
Principal

Approved by:

Signed : _____ Date: _____
Instructional Superintendent (primary school)

Upon completion by the principals, this form should be submitted to the Primary School instructional superintendent for approval and submitted as a petition, through the petition process.

APPENDIX D: BUDGET PETITION

A school may petition to change any requirements of the Required Staffing. A successful petition demonstrates that despite the elimination of or changes to the position, or funding, all students in the school will still receive the services and benefits intended by that position, or funding. This year all petitions will need to reflect a 'cost neutral' change. Therefore, petitions may only be submitted for a "required" staffing change (i.e., an instructional coach position to an instructional ET-15).

The petition must first be discussed with and approved by a school's instructional superintendent. All petitions must be approved by the instructional superintendent prior to submission. All petitions due March 11.

ALL BUDGET PETITIONS WILL BE SUBMITTED VIA GOOGLE DOCUMENTS. You can access the Google survey on the Principals' Portal beginning the Week of March 7th.

APPENDIX E: EXCESSING CATEGORIES

The following is a brief overview of each rating category for WTU members. DCPS Office of Human Resources will provide data Category 1 and Category 4 at the staffing sessions. Principals will rate teachers in Category 2 and Category 3 and will be asked to provide written evidence to support each rating. Principals should prepare this supporting evidence in advance of the staffing session.

Category 1. Previous year's final evaluation.

This is the WTU member's rating for SY 2009-2010. DCPS will use data gathered through the IMPACT evaluation process when assigning points for Category 1 for WTU members who are new to DCPS (as they will not have an evaluation from a previous year). ***Principals will be able to view teacher IMPACT data on their school Schedule A in QuickBase.***

Based on this data, WTU members will be assigned to one of four rating groups and assigned the appropriate number of points, i.e., Highly Effective (50 points); Effective (40 points); Minimally Effective (30 points) and Ineffective (0 points).

Category 2. Unique skills and qualifications.

At the staffing sessions, principals will rate each teacher in the subject area on a score of 0, 10, or 20, with 20 points being the highest score. Note: This category should be for skills and qualifications that are not already captured in Category 1 or 3. In addition, ***unique*** skills and qualification means those that are not typical of an employee in that particular subject area. Examples, of unique skills and qualifications are:

1. Licenses or degrees beyond what is required for licensure that are relevant to the employee's work; and
2. Skills developed from training programs that are relevant to the employee's work and are not shared by a majority of other employees in the same subject area.

Category 3. Other contributions to the local education program.

At the staffing sessions, principals will rate each teacher in the subject area with a score of 0, 10, or 20, with 20 points being the highest score. This category is for contributions that are beyond what is already captured in either Category 1 or 2. In addition, this category is for contributions that are not typical of teachers in that particular subject area. Examples in this category include:

1. An employee who has taken the initiative to create a program or activity, organize its implementation and see it through to completion;
2. An employee who has established her own after-school tutoring program, developed supplementary lessons for the program, and effectively enrolled students and provided quality instruction;
3. An employee who, through his own initiative, starts a new voluntary school clean-up program, trains students on recycling and maintaining clean facilities, and works with students outside of school time to make upkeep of the school facility an educational activity;
4. An employee who establishes a new community outreach program to provide adult education to students' parents;
5. An employee who gathers community support for school-based beautification, independently coordinates the building improvement, and sees the project through to completion and

6. An employee who establishes a plan to work with the community to make extraordinary gains in on-time student enrollment.

Category 4. Length of service.

Human Resources will complete the scoring for this category. WTU members will be assigned to one of three rating groups and assigned the appropriate number of points, i.e., 20+ years (10 points); 10-19 years (5 points); 1-9 years (1 point). ***Principals will be able to view length of service data on their school Schedule A in QuickBase.***

Prohibited Factors.

Under no circumstances can any of the following factors be considered, either positively or negatively, in rating employees.

| | | |
|------------------------------|----------------------------|--------------------------------|
| Race | Color | Religion |
| National Origin | Sex | Age |
| Marital Status | Personal Appearance | Sexual Orientation |
| Gender Identity | Gender Expression | Family Responsibilities |
| Genetic Information | Disability | Matriculation |
| Political Affiliation | Union Status | Leave Status |

APPENDIX F: LETTER TO LSAT

LETTER TO LSAT RE: POSITION TO ELIMINATE

NAME

Chair, Local School Restructuring Team

SCHOOL

ADDRESS

Dear [NAME]

On [DATE], you recommended the excessing of school staff from [POSITION INCLUDING SUBJECT AREA]. After reviewing your recommendation, I have decided to excess from [DIFFERENT POSITION]. The reason for this decision is as follows [INSERT A SHORT EXPLANATION WHY THE POSITION SELECTED IS BETTER FOR THE EDUCATIONAL PROGRAM AT THE SCHOOL]

Sincerely,

Principal

**cc: WTU Building Representative
Office of Human Resources**

APPENDIX G: LETTER TO PERSONNEL COMMITTEE

LETTER TO PERSONNEL COMMITTEE RE: INDIVIDUALS TO BE EXCESSED

NAME

Chair, Personnel Committee

SCHOOL

ADDRESS

Dear [NAME]

On [DATE], you recommended the excessing of the following school staff members: [LIST PERSONNEL RECOMMENDED BY PERSONNEL COMMITTEE]. After reviewing your recommendation, I have decided to excess the following personnel. [LIST PERSONNEL]. These personnel scored the lowest in their subject area on the excessing rubric contained at Article 4.5 of the DCPS-WTU contract. The reason(s) these personnel scored the lowest is(are) as follows.

Sincerely,

Principal

**cc: WTU Building Representative
Office of Human Resources**

Appendix H: Enrollment Projection Methodology

The base of the model is Oct. 5, 2010, official reported enrollment, as submitted to OSSE. Using those numbers, we go through a process to develop a conservative estimate of a projected Oct. 5, 2011, enrollment. This is the same basic process we have used since SY 2007-2008 school year. The following bullets summarize the process:

- Step 1: Using four years of enrollment history, we apply grade by grade trends at each individual school to adjust the rising cohort numbers. For example, if a school has a history of losing 10 percent of its rising grade 5 class, we will apply that loss rate to this year's grade 4 enrollment. Past work with various statistical models has demonstrated that this cohort model is by far the strongest predictor of future enrollment.
- Step 2: DCPS adjusts the cohort-derived numbers to reflect planned programmatic changes for SY 2010-2011. This includes changes in grade configuration, planned expansion of early childhood classrooms, and planned introduction of new special education programs.
- Step 2a: DCPS adjusts the kindergarten numbers to reflect changes in 1) birth trends within individual census tracks, five years ago; and 2) trends in DCPS's "capture rate." Capture rate refers to the percentage of students born five years previous who end up enrolling in DCPS kindergarten in a given year. Because kindergarten is the first compulsory grade, the cohort model is not an accurate predictor.
- Step 3: DCPS adjusts the projection to reflect individual school and grade performance on the SY 2009-2010 audit (the latest audit for which we have data). Schools that tend to "lose" students in the audit had their projection discounted accordingly.
- Step 4: DCPS reviews overall grade level and school level trends to ensure that the aggregate numbers reflect the four-year trends. For example, our cohort loss rate has been steadily declining over four years for rising grade 1 students, so we want to ensure that our individual school and grade numbers aggregate into a reflection of that trend. Where trends looked off, we went back to the individual school and grade level data to check for anomalies.
- Step 5: DCPS shares preliminary projections with each principal, through an online portal (mid-December). Principals each review their projection (including being able to see their own four year history, for context), and then either approve the projection, or petition to change it. Any petition for change had to include specific rationale for that change. We reviewed all petitions case by case and then approved or denied them, based on the strength and specificity of the argument.

Appendix I: Administrative Premium Guidelines

Administrative premium pay is a negotiated compensation for Washington Teachers' Union (WTU) members only. The amount of administrative premium pay is set forth in article 36.8.2 of the collective bargaining agreement with that union.

In accordance with the WTU collective bargaining agreement (article 36.8.1), Teachers working in second jobs as part of the following programs shall be paid at the rate set for administrative premium pay:

- Summer School;
- Saturday School; and After-school programs;

Similarly, administrative premium pay shall be provided to Teachers for participating in:

- Class coverage/loss of planning period-loss of lunch period
- Exceeding IEP Case Manager limit; and
- Other eligible activities approved by the Supervisor or DCPS.

The information that follows provides supplementary guidance to clarify the above and set forth a formal District of Columbia Public Schools policy for administrative premium pay.

Administrative Premium Pay

Administrative premium pay is an hourly rate for approved activities completed, usually, beyond the normal tour of duty. For the purposes of this guidance, administrative premium pay will not be defined as work completed in a second job (i.e. Summer School, After School, or Saturday School).

Eligibility

Teacher will be defined as any ET 15 (including ET 15/12, ET 15/11, and ET 15/10) or EG 9 member of the Washington Teachers Union. No other employee or non-employee of the DCPS is eligible for administrative premium pay.

Principals must ensure that there are sufficient funds in the appropriate funding codes to pay administrative premium before authorizing the activities below.

Glossary of Terms

EXCESS. An excess is an elimination of a Teacher's position at a particular school due to a decline in student enrollment, a reduction in the local school budget, a closing or consolidation, a restructuring, or a change in the local school program, when such an elimination is not the result of a "reduction in force" (RIF) or "abolishment."

SCHOOL PERSONNEL COMMITTEE. Each School will have a School Personnel Committee that will interview and recommend all candidates for any vacant positions at the school. The Personnel Committee will include: the administrator or his/her designee; the WTU Building Representative or his/her designee; the department head or grade level chairperson (or his/her designee) from the department or grade level affected by the vacancy, or a member of the appropriate non-Teacher employee group (e.g., custodians, paraprofessionals); at least one additional Teacher, but not more than four (4), elected by the WTU chapter at the school; and a parent of a current student mutually selected by both the WTU Building Representative and the Supervisor.

Local School Advisory Team (LSAT) is a group of elected and appointed members that shall exist in every DCPS school. The team consists of parents, teachers, non-instructional school staff, a community member, and in some cases students, to advise the principal on matters that promote high expectations and high achievement for all students. The LSAT was previously called the Local School Restructuring Teams (LSRT); LSRTs were established by the Superintendent of DC Public Schools in collaboration with the Washington Teachers' Union in 1992. These teams were established, as the initial guidelines stipulated: "... to serve in an advisory capacity to the principal for the purpose of improving student outcomes." The continuing achievement of DCPS students is the goal of all LSATs.

Comprehensive Staffing Model (CSM): This is the staffing model that DCPS uses to allocate required faculty and staff for every school.

Per Pupil Funding Minimum (PPFM): this is a funding allocation that ensures that all schools will receive the minimum amount of funding per pupil. In this case the PPFM for DCPS for SY 2011-2012 is \$8,400.

Required Staffing: These are positions identified as being required to operate a school. They are "locked in" on the budget worksheets, and would require a petition in order for a school to deviate from the preset staffing.

Flexible Staffing: These are positions that the local school community (Principals, LSAT, School Personnel Committee) determine, with the School Principal making the final staffing decisions.

Petition: A school may petition to change any requirements of the Required Staffing. A successful petition demonstrates that despite the elimination of or changes to the position, or funding, all students in the school will still receive the services and benefits intended by that position, or funding.